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ABSTRACT

In the United States, education reform has many forms, but one of the most widespread versions is the adoption of performance-based or standards-based education. The basic premise of such reforms is a shift in focus from inputs to outcomes. This publication provides examples and summaries of state initiatives to develop goals, standards, and outcomes. State initiatives are grouped by the type of reform. Under each state is an overview of the effort and, when appropriate, an outline of organizational structure. States that have outlined their state-level objectives in documents called "common cores of learning" include Connecticut, Maine, Vermont, and Virginia. Other states describe expectations of students through the use of graduation requirements or "certificates of mastery." These include Minnesota and Oregon. Alabama, Arkansas, and Florida are states that have emphasized the six National Education Goals in their reform efforts. Finally, some states adopt major changes in their education code or enact legislation toward a standards-based system. These include Colorado, Kentucky, Massachusetts, Missouri, New Mexico, Pennsylvania, and Washington. (LMI)

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Examples and Summaries of State Initiatives To Develop Goals, Standards and Outcomes

by Alex Medler
Research Associate
ECS Clearinghouse

Education Commission of the States
707 17th Street, Suite 2700
Denver, Colorado 80202-3427

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Contents

INTRODUCTION 1

COMMON CORES OF LEARNING 3
- Connecticut 3
- Maine 6
- Vermont 9
- Virginia 12

GRADUATION REQUIREMENTS AND CERTIFICATES OF MASTERY 15
- Minnesota 15
- Oregon 17

STATE ADOPTION OF THE NATIONAL GOALS 21
- Alabama 21
- Arkansas 22
- Florida 22

STANDARDS-BASED EDUCATION: NEW LEGISLATION AND RULES 25
- Colorado 25
- Kentucky 25
- Massachusetts 28
- Missouri 29
- New Mexico 30
- Pennsylvania 30
- Washington State 33

Introduction

In the United States, education reform has many incarnations, but one of the most widespread versions of reform is the adoption of performance-based or standards-based education. The basic premise of such reforms is a shift in focus — a shift from inputs to outcomes. Rather than designing an education system around what students receive during their education, performance-based systems center on what students come to know and are able to do because of their education. Inputs, such as how many hours each day and how many days each year are spent in class, or how many courses in a specific topic are attended, are no longer the measure of a student's progress in performance-based systems. Instead, students must demonstrate that they have mastered the materials they were intended to learn.

Once a state, community or school has decided to shift to such a system, the first question that arises is, "What do students need to know and be able to do?" This involves deciding what skills and knowledge students are expected to acquire, as well as what level of performance will be demanded in those areas. While many states are pursuing performance-based education, as many as 33 in one count,[1] the ways in which states proceed with these efforts vary considerably. Many variables are involved: specificity, the emphasis on content versus skills, the integration of traditional discipline areas versus the listing of discrete outcomes for specific subjects, as well as the inclusion of values and attitudes considered essential to the well-being of the society.

Because deciding what all children will be expected to learn is so important, who makes that decision is itself a crucial aspect of standards-based education. Whether the control over schooling rests at the state, district, local school or even classroom level changes the nature of state-level performance-based initiatives. In some states, the amount of specificity outlined at the state level gives precise guidance to local areas in what is to be taught. In other states, where local control is more powerful, the state can set only broad, over-arching goals and objectives, leaving the localities great discretion in how to interpret those goals or objectives.

Some states, such as Connecticut, Maine, Vermont and Virginia, have outlined their state-level objectives in documents called "Common Cores of Learning." Other states describe what is expected of students through the use of graduation requirements or "certificates of mastery" which replace traditional high school diplomas. Oregon and Minnesota are two such states. Still other states emphasize the six National Education Goals in their state-level reform. Alabama, Arkansas and Florida have codified these goals as their own objectives.

Many other states adopt major changes in their education code or enact legislation that changes their system toward a standards-based system. These reforms often involve statewide commissions or councils, which are to develop more detailed standards, or outcomes, under the guidance of enabling legislation or direction from state governing bodies. Such reforms vary considerably from state to state, but Colorado, Kentucky, Massachusetts, Missouri, Pennsylvania and Washington state are examples.

---

[1]Ellen Pechman and Katrina LaGuarda, *Status of New State Curriculum Frameworks, Standards, Assessments and Monetary Systems*, Policy Studies Associates, Inc., March 1993. This study found 33 states implementing or planning standards linked to performance levels. It also found 45 states implementing or planning new curriculum frameworks.

Illustrations of the diversity in these efforts follow. State initiatives are grouped by the type of reform — common cores of learning, graduation requirements, national goals and standards-based legislation, and rule changes. Under each state is an overview of the effort, followed by an outline when appropriate. This outline is designed to give the reader a sense of the organization and structure of the states' efforts. The excerpts are included as illustrative passages to give an understanding of the depth in state frameworks.

The states are grouped in this manner for the reader's convenience. Several state reforms could be included under various sections since many reforms incorporate elements from separate categories. Massachusetts, for example, includes a certificate of mastery in its latest initiative and Maine has gone on to develop standards around its Common Core of Learning. Differences among states, within a single category in this document, are considerable.

This document is not meant to be inclusive of all efforts, nor is it intended to advocate the adoption of one type of effort over another. It is designed purely to inform discussion and serve as a reference to interested observers and participants. This document does not cover the equally diverse and detailed efforts at outcomes-based education being pursued by individual schools and districts. Nor does it describe every facet of the state systems involved in these state initiatives. For example, many state initiatives involve additional components beyond standards or outcomes, such as early childhood education, ungraded primary schools or school-to-work transition components.

In addition, many documents outlining broad state goals or standards were designed to be part of a larger series of documents which provide guidance to districts, schools and teachers in the state. These states are developing curriculum frameworks and state performance assessments to provide detailed guidance on content and performance indicators and help teachers evaluate the success their students are having in achieving these objectives. The diversity in the planned use of these resources is equal to the diversity in the standards and goals themselves. Such additional resources are offered either as models to be changed or ignored by districts, or they are mandated. In addition, almost none of these efforts is being pursued in a vacuum. All of the states are aware of the many national discipline-based organizations developing national content and performance standards, and the states intend to incorporate this expert information into their state efforts.

Common Cores of Learning

Connecticut

Overview:

In March 1986, the Connecticut commissioner of education appointed a committee to develop the state's Common Core of Learning. The following material is *excerpted* from that document. Points included are examples only.

> The Common Core "establishes a vision of what Connecticut's high school graduates should know and be able to do. It represents a broad array of outcomes that should result from the entire K-12 school experience, including academic skills and knowledge, personal and social skills, attitudes and attributes.
>
> "It consists of abilities that are necessary not just for employment and further education, but also those that are essential to becoming a productive and contributing member of society. The Common Core is not meant to define minimum competencies; rather, it sets a standard for an educated citizen. (p. 1)
>
> "The Common Core is not a curriculum. Each school district's curriculum will be more comprehensive and significantly more specific, including a wide range of learning experiences and instructional strategies. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations and teaching.
>
> "Finally, the Common Core of Learning has been developed neither as a state mandate [illegible] as a condition for graduation. (p. 4)

Organization and excerpts:

The document is divided into three headings, each with subtopics:

1. Attributes and attitudes
2. Skills and competencies
3. Understandings and applications

1. Attributes and Attitudes:
   "A positive self-image and self-esteem are crucial to learning. These attributes determine goals, behaviors and responses to others." (p. 5)

- **Positive Self-Concept**
  As part of education in grades K-12, each student should be able to:
  - Appreciate his/her worth as a unique and capable individual and exhibit self-esteem
  - Develop a sense of personal effectiveness and a belief in his/her ability to shape his/her future
  - Develop an understanding of his/her strengths and weaknesses and the ability to maximize strengths and rectify or compensate for weaknesses. (p. 5)

- **Motivation and persistence**

- **Responsibility and self-reliance**

- **Intellectual curiosity**

- **Interpersonal relations**

- **Sense of community**

- **Moral and ethical values**

2. Skills and competencies:
   "All educated citizens must possess a core of basic or enabling skills and competencies that provide the critical intellectual foundations for broader acquisition of knowledge. These enabling skills, applied in diverse ways, form the heart of an academic experience as each contributes to the development of understanding within and among disciplines." (p. 8)

   - **Reading**
     As a result of education in grades K-12, each student should be able to:
     - Identify and comprehend the main and subordinate ideas, details and facts in written work and summarize the ideas in his/her own words
     - Identify, comprehend and infer comparisons, contrasts, sequences and conclusions in written work
     - Recognize different purposes and methods of writing, identify a writer's point of view and tone, and interpret a writer's meaning inferentially as well as literally
     - Set purposes, ask questions and make predictions prior to and during reading and draw conclusions from reading
     - Make critical judgments about written work including separating fact from opinion, recognizing propaganda, stereotypes and statement of bias; recognizing inconsistency; and judging the validity of evidence and sufficiency of support
     - Vary his/her reading speed and method based on the type of materials and purpose for reading
     - Use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix and bibliography

   - **Writing**
     - Write standard English sentences with correct sentence structure, verb forms, punctuation, capitalization, possessives, plural forms, word choice and spelling

- **Speaking, listening and viewing**
  - Engage critically and constructively in an oral exchange of ideas

- **Quantitative skills**
  - Add, subtract, multiply and divide using whole numbers, decimals, fractions and integers

- **Reasoning and problem solving**
  - Recognize and use inductive and deductive reasoning, recognize fallacies and examine arguments from various points of view

- **Learning skills**
  - Set learning goals and priorities consistent with state objectives and progress made, and allocate the time necessary to achieve them

3. Understandings and applications:
"Skills and competencies cannot be ends in themselves. Unless students have the knowledge and experiences needed to apply those learnings and develop a fuller understanding of life, their education will be incomplete. Schools must therefore accept responsibility for leading students through a body of knowledge and its application. This is what comprises the major content of the curriculum." (p. 12)

- **The arts: creative and performing**
  As a result of education in grades K-12, each student should be able to:
  - Express his/her own concepts, ideas and emotions through one or more of the arts (art, music, drama and dance)
  - Appreciate the importance of the arts in expressing and illuminating human experiences
  - Understand that personal beliefs and societal values influence art forms and styles
  - Identify the materials, processes and tools used in the production, exhibition and public performance of works of art, music, drama and dance
  - Use and understand language appropriate to each art form when discussing, critiqueing and interpreting works in the visual and performing arts
  - Identify significant works and recognize the aesthetic qualities of art, music, drama and dance from different historical periods and cultures

- **Careers and vocations**
  - Demonstrate positive attitudes toward work, including acceptance of the necessity of making a living and an appreciation of the social value and dignity of work

- **Cultures and languages**
  - Recognize characteristics common to all people, such as physical attributes, emotional responses, attitudes, abilities and aspirations

- **Science and technology**
  - Understand and apply the basic principles, concepts and language of biology, chemistry, physics, earth and space science

(*Connecticut Common Core of Learning*. Connecticut State Board of Education, January 1987.)

Maine

Overview:

In 1990, a commission, created by executive order, submitted Maine's Common Core of Learning.

The Common Core is meant to be holistic and integrated, cutting across old subject area topics and looking at what "youth should know and be able to do in the 21st century...." (p.17)

Organization:

The Common Core contains a set of knowledge, skills and attitudes, covering four areas:

1. Personal and global stewardship
2. Communication
3. Reasoning and problem solving
4. The human record

The traditional subject areas covered are:

Social studies
Applied technology and vocational education
Creative and performing arts
English language arts
Foreign languages
Human growth and development
Mathematics
Science and technology

Student expectations are presented both as subtopics of the four main areas and as subtopics of each of the traditional subjects. The following material is *excerpted* from the Maine Common Core.

> "All students are capable of learning the Common Core. We realize that it will take some students longer than others and that schools will need help in accommodating various learning rates and styles. But all students can and must gain control of the Common Core if they are to live productive, satisfying, free lives in the 21st century. We intend the Common Core to be the basis for educational change, a vision by which the course of education in Maine can be chartered for the next decade. It is not meant to define all that students will learn during their educational experience but what must be common to all students." (p. 30)

Excerpts:

1. Personal and global stewardship
   "Responsible citizenship requires awareness and a concern for oneself, others and the environment. It involves interactions not only within the self and family, but between the self and friends, the community, the nation and the world. It includes the knowledge and care of all dimensions of ourselves as humans, an understanding of the group process and a willingness to exercise the rights and responsibilities of citizenship. Stewardship also includes the study of current geography and foreign language and an appreciation of pluralism and human rights." (p. 20)

   Students with a common core of knowledge (taken from 40 different bullets):

   - Accept responsibility for personal decisions and actions
   - Have self-confidence and a willingness to risk mistakes in order to learn
   - Are responsible for their own learning as independent and cooperative thinkers and informed decisionmakers
   - Have the ability to adapt quickly to new situations and react to new information
   - Concentrate and persevere on tasks
   - Demonstrate academic honesty and respond to challenges with courage and integrity
   - Understand basic concepts of growth and development, sexuality, family life and parenting
   - Show empathy and courtesy for others and respect for differences among people and cultures
   - Understand the historical evolution of democratic principles and components of the constitutional government of the United States, as well as policymaking procedures of our local, state and federal governments
   - Appreciate the inherent value of natural resources apart from their use by humans (pp. 22-23)

2. Communication:
   "The ability of human beings to communicate through a variety of media with a high degree of specificity is one of our most remarkable achievements. In a rapidly changing world, communications skills will become ever more essential to our students' future success." (p. 24)

   Students with a common core of knowledge:

   - Communicate clearly — orally, in writing and with graphics:
     - Have a strong command of standard oral and written language conventions

- Demonstrate basic proofreading and editing skills
- Use handbooks and reference books to locate language terminology and rules
- Use writing to record the thoughts of others
- Reflect on and evaluate their own language use, including choosing the level of language (formal, colloquial, slang) appropriate to the setting in which they find themselves
- Understand the role of symbols as a means of human expression

- Use oral and written language in all its varieties to get things done, to take charge of their lives, to express their opinions, to function as productive citizens, and to entertain and enjoy themselves and others

- Demonstrate awareness of gender stereotyping and cultural bias in our language

3. Reasoning and problem solving:
"Knowledge is power. We must help students want to gain knowledge, show them how to get it and encourage them to use it to reach a new understanding or to create a new product. We must help students learn to reflect on their processes of learning, regardless of their field of study." (p. 25)

Students with a common core of knowledge, for example:

- Have developed attitudes and thinking skills essential to lifelong learning: curiosity and openness to new ideas, creativity, integrity, diligence, fairness, skepticism and imagination

- Can think logically and solve problems by:
  - Observing carefully
  - Defining the problem
  - Framing useful questions
  - Designing experiments that can answer those questions

- Find tools in all areas of study to solve problems, investigate content and develop thinking skills

4. The human record:
"The study of the human record not only includes the actions and events of the past but also the constructs of human thought and creativity as they have evolved through time. The human record includes works of literature and the arts; scientific laws and theories; concepts of government, economic systems, philosophy and mathematics. In fact, much of what we now think of as 'subject matter' in today's curriculum belongs in this section." (p. 28)

Students with a common core of knowledge:

- Are able to read, for a variety of purposes, diverse types of materials, including poems, stories, novels, drama and expository texts in both print and electronic media

- Are familiar with works of diverse literary traditions — works by women and men of many racial, ethnic and cultural groups in different times and parts of the world, including Shakespeare, the Bible as literature and classical mythology

- Are familiar with contemporary and enduring works of American literature and have a sense of how important themes of American experience have developed through time

- Have a basic understanding of the history and structure of the English language

(*Maine's Common Core of Learning: An Investment in Maine's Future.* Commission on Maine's Common Core of Learning, July 1990.)

Vermont

Overview:

About 4,000 volunteers gave input into the Vermont Common Core of Learning, adopted by the Vermont State Board of Education in 1993.

Vermont plans to use its Common Core of Learning to inform and guide the development of a state curriculum framework, local curriculum, a comprehensive assessment system, professional standards, professional development activities, school standards, and to help communities develop a "clear vision for what they want their school to be like in the future." (p. 15)

Organization:

The document is divided into four sections: vital results, fields of knowledge, principles of learning and principles of assessment. Within each section, categories include:

1. Vital Results

   - Communication
   - Reasoning and Problem Solving
   - Personal Development
   - Social Responsibility

2. Fields of Knowledge

   - Science, Mathematics and Technology
   - Arts and Humanities
   - Social Sciences
   - Emerging Fields of Knowledge

3. Core Principles of Learning

   - Learning will be balanced
   - Learning opportunities will be equitable
   - Learning will be active
   - Learning will connect disciplines
   - Learning will happen in a variety of ways

4. Core Principles of Assessment

   - Assessment is a key part of education
   - Assessment will be as authentic as possible
   - Assessment will be fair
   - Assessment will be designed to give valuable results
   - Assessment results will be used responsibly
   - Assessment will be monitored

Excerpts:

1. Vital Results

   - **Communication**
     "Communication has always been central to living and learning. It is linked to the essence of thinking. In schools it is a primary part of the work students do in nearly all disciplines. Communication today includes the verbal and the non-verbal, the time-honored and the technological; it combines the use of words, symbols, images and sounds. Learning to communicate connects people to each other as it opens to young people the chance to understand their world, express themselves, achieve their goals and influence the future." (p.7)

     "Each student with a Common Core of knowledge and skills:
     - Listens actively, for a variety of purposes
       - Understands and interprets complex communications
       - Seeks clarification when necessary
       - Recognizes bias, stereotyping and manipulation in communication
     - Expresses him/herself with power and purpose
       - Employs a command of spoken language to get things done, express ideas and convictions, and enjoy him/herself and others
       - Develops expressive ability in one or more art forms

- Reads with understanding and reads critically, to interpret a variety of materials
  - Can read for a variety of purposes
  - Responsible to what is read by questioning and connecting the material to what he/she already knows
- Writes effectively, for a variety of purposes
  - Uses writing as a powerful tool to share information and knowledge, to influence and persuade, and to create and entertain
  - Understands and effectively employs a writing process
  - Reflects on his/her own writing, evaluating both process and product to communicate more effectively
- Uses the tools of information technology to communicate
  - Is conversant with computers and current systems for telecommunication
  - Can comfortably learn about and work with emerging information technologies
  - Can use libraries to explore and gather information and ideas
- Uses a non-native language to communicate and gain insights into other cultures
  - Asks and answers questions in a second language, and can converse in areas of immediate need" (p. 7)

- **Reasoning and Problem Solving**
  Each student with a Common Core of knowledge and skills:
  - Asks meaningful questions
  - Chooses and uses effective means of solving problems
  - Approaches problem solving with an open mind, healthy skepticism and persistence
  - Can apply logical strategies to solve problems
  - Can think abstractly and creatively (p. 8)

- **Personal Development**
  Each student with a Common Core of knowledge and skills:
  - Develops a sense of unique worth and personal competence
  - Makes healthy choices
  - Makes informed, ethical decisions based on personal beliefs and values
  - Develops productive and satisfying relationships with others
  - Demonstrates the skills necessary to participate in the workplace (p.9)

- **Social Responsibility**
  Each student with a Common Core of knowledge and skills:
  - Learns by serving others, and knows the rewards of giving one's energies for a larger good
  - Respects and values human diversity as part of our multicultural society and world
  - Understands how change occurs, how to create it and how to deal with it successfully
  - Acts out of respect for all forms of life, and takes steps to protect and repair the environment (p. 10)

2. Fields of Knowledge

Vermont's "fields of knowledge" describe the content areas that will be demonstrated through the vital results, and address the traditional subject areas and themes of education. For

example, the science, mathematics and technology section includes knowledge and skills from such areas as:

- Mathematics
- Life Science
- Physical Science
- Earth Science
- Technology Education
- History and Philosophy of Science
- Career Preparation in Science, Math and Technology

Examples of themes and concepts:

- Nature of scientific activity
- Constancy
- Systems
- Evolution
- Models and scale
- Change patterns
- Space and dimensionality
- Number
- Mathematical procedures
- Data
- Human physiology (p. 11)

(*Vermont's Common Core of Learning: The Results We Need from Education*, The Vermont State Board of Education, 1993.)

Virginia

Overview:

In its introduction, the Virginia Common Core of Learning explains that it:

> "...[D]escribes the core of essential skills, knowledge and attitudes that students must acquire and practice in order to succeed in school and in life. It establishes a foundation for schools that addresses the needs of children as they prepare for life in the 21st Century. It also provides a basis upon which localities can design curriculum to further enhance the knowledge, skills and attitudes contained within the Common Core of Learning outcomes." (p. 1)

Organization:

Organizationally, the Common Core contains knowledge, skills and attitudes, appropriate for different levels of schooling.

1. Fundamental skills:

    - Thinking
    - Problem solving

- Communicating
- Quantifying
- Collaborating

2. Essential knowledge of:
   - Citizenship
   - The natural world
   - Cultural and creative endeavors
3. Critical attitudes toward:
   - Responsibility
   - Learning
   - Work

Excerpts:

1. Fundamental skills:
   "...those things that students must be able to do to achieve the outcomes described in the Essential Knowledge and Critical Attitudes sections of the Common Core of Learning." (p. 3)

   - **Thinking**
     - Acquiring relevant and reliable knowledge through discovery, investigation and a demand for verification
     - Developing productive habits of mind that make learning more effective, including openness to new ideas and persistence when a solution is not readily apparent
   - **Problem solving**
     - Recognizing that a problem exists by identifying inconsistency in data, discrepancy between projected outcomes, or the obstacles to achieving the desired goal
   - **Communicating**
     - Locating, comprehending and interpreting written information in prose and in documents such as manuals, tables, graphs and schedules
   - **Quantifying**
     - Applying number sense, number relationships, the structure of number systems and a variety of computational procedures in a broad range of problem-solving situations

- **Collaborating**
  - Contributing ideas and suggestions as team leaders or members to accomplish group objectives

- **Essential knowledge**
  "Essential knowledge, derived from the disciplines, is at the foundation of learning. These disciplines include mathematics, science, history, geography, foreign languages, arts, literature and others." (p. 9)

- **Citizenship**
  Students should be able to:
  - Understand and accept the responsibilities of American citizenship
  - Analyze the meaning and effects of significant American and world ideas, events and historical documents
  - Investigate the history, culture and geography of people as they are reflected in a variety of social, ethnic and linguistic groups
  - Investigate and understand how goods and services are produced, distributed and sold
  - Identify community problems and negotiate solutions contributing to the public good
  - Investigate relationships among social, political and economic issues.

- **The natural world**

- **Cultural and creative endeavors**

3. Critical attitudes:
   "Certain attitudes toward learning, toward work and toward others are essential to success in school and in life, and should be reinforced in the school setting." (p. 13)

   - **Responsibility**
     Students should be able to:
     - Exhibit truthfulness, fairness, integrity and respect for self and others
     - Contribute to their own health, safety and physical fitness
     - Understand the views and needs of others

   - **Learning**
     Students should be able to:
     - Demonstrate effort and commitment to learn
     - Develop, implement and manage personal, educational and career plans

   - **Work**
     Students should be able to:
     - Value high quality performance and persevere until it is achieved
     - Take responsibility for their own work

(*Virginia's Common Core of Learning*. Virginia State Board of Education, 1992.)

Graduation Requirements/Certificates of Mastery

Minnesota

Overview:

Education reform in Minnesota is being pursued via a new requirement for graduation. Now in its third draft, the "Learning for Success" program originally was referred to as the "Outcome-Based Graduation Rule," then the "Graduation Rule." It has gone through a couple of significant revisions, but as of October 1993, the plan was to create a set of comprehensive outcomes and content outcomes at the state level. Local educators would determine assessments, which would measure two of the comprehensive outcomes and all of the content outcomes. The state also has gone from a plan to evaluate students on the basis of three performance levels, to one single standard. The state has appropriated $10 million to establish schools where teachers can work on implementing standards and developing model assessments from which other schools and districts could learn.

Organization:

The rule contains six comprehensive outcomes "which integrate the knowledge and processes from previous learning in a life context." Only two of these outcomes will be measured in assessments.

Twenty-five content outcomes describing "the knowledge and processes that give a graduate an in-depth understanding of various contexts." All of these outcomes will be measured.

Excerpts:

1. Comprehensive outcomes:

    - Thinks purposefully
    - Directs own learning
    - Communicates effectively
    - Works productively with others (including ability to work well with people from diverse backgrounds)
    - Acts responsibly as a citizen (including a demonstrated respect for human differences and leadership on behalf of the common good)
    - Makes lifework decisions (including understanding workforce and societal trends)

2. Content outcomes:

    - Applies reading strategies appropriate to the material and purpose
    - Applies writing strategies appropriate to the audience and purpose
    - Applies speaking strategies appropriate to the audience and purpose

- Applies listening strategies appropriate to the material and purpose
- Applies critical viewing strategies appropriate to the circumstances and purpose
- Applies number sense, number relationships and a variety of computational procedures
- Analyzes patterns and functional relationships in order to solve problems and model cause/effect interactions
- Applies concepts of randomness and uncertainty to make predictions and decisions based on probabilities
- Applies concepts of shape and space to illustrate and describe the physical world and solve problems involving multidimensional space
- Applies data handling and measurement techniques to solve problems and justify conclusions
- Understands scientific inquiry
- Understands relationships between living things and their environment
- Understands the physical world
- Understands the relationship among earth's physical features and people across cultures and time
- Understands the past and continuous development of societies and cultures from diverse and global perspectives
- Understands the interaction of people and economic, political and governmental systems
- Understands stewardship for the environment
- Understands the meaning and diversity of artistic expression
- Understands technological systems and applications
- Demonstrates abilities to integrate physical, emotional and social wellness
- Understands the effective management of resources in a household, business, community and government
- In another language, applies listening strategies appropriate to the material and purpose
- In another language, applies speaking strategies appropriate to the audience and purpose
- In another language applies reading strategies appropriate to the materials and purpose

- In another language, applies writing strategies appropriate to the audience and purpose

("Outcome Based Escalation: What is OBE, and Is It Getting a Fair Hearing?" *Jola Education Monthly*, Vol. I. No. 1, October, 1993.)

Oregon

Overview:

Oregon's initiative is based on a two-piece system of certification. Students will be granted two certificates in what is now secondary education. They will first earn a Certificate of Initial Mastery (CIM), followed by a Certificate of Advanced Mastery (CAM). The CIM will be granted on demonstration of mastery in 11 areas.

After earning the CIM, a student will select from six different strands in order to narrow his or her studies in preparation for the CAM. The six strands are arts and communication, business and management, health services, human resources, industrial and engineering systems, and natural resources systems. Each strand also will have options emphasizing preparation for a school-to-work or a school-to-school transition. Currently, the state board has approved only extended outcome definitions for the CIM (see below).

The state board explains:

> "The Certificate of Initial Mastery (CIM) outcomes and extended outcomes have been adopted by the State Board of Education. The CIM outcomes emphasize useful knowledge and complex performances, matched to real-world demands. The outcomes are relatively few in number and provide a focused, uncluttered set of targets for learning.
>
> "The Extended Outcome Definitions describe in more detail the processes students will need to apply in order to demonstrate their learning. The extended outcome definitions are not intended to identify curriculum goals, describe developmentally appropriate activities or define expected levels of performance. However, because the extended definitions do illustrate mental pictures of student performances, they should prove useful to those who develop assessment tasks and curriculum frameworks." (p. 7)

Organization:

Certificate of Initial Mastery
- Five Core Applications for Living
- Six Foundation Skills

Certificate of Advanced Mastery
- Six Strands
- Two post CAM options: School-to-Work or School-to-School

Excerpts:

1. Core Applications for Living:
   The core applications for living "provide the context for identifying the knowledge and skills students will need to be successful in the future. A successful person must not only have a broad base of knowledge and skills, but must also be able to apply these flexibly, doing so in ways that transcend subject-matter boundaries." (p. 8)

CIM outcomes and "extended definitions":

1. Deliberate on public issues which arise in our representative democracy and in the world by applying perspectives from the social sciences.

   Students will propose relevant actions for local, state, national and international public issues. A student who effectively deliberates on public issues can:

   - Identify and clarify relevant issues
   - Systematically analyze issues (e.g., identify resources, analyze diverse perspectives, make predictions and form conclusions)
   - Apply democratic principles such as fairness and justice in formulating options and actions
   - Apply information, concepts and perspectives from history, the social sciences and other relevant disciplines

2. Understand diversity and communicate in a second language, applying appropriate cultural norms.

   - Students will respond to diversity in a way that recognizes the dignity and rights of all people. A culturally adept student can:
     - Finalize his or her own culture, recognizing the influences that have shaped thinking and behavior
     - Explain how our perceptions of differences among people (e.g., cultural, racial, ability level, gender) may enrich our lives or may lead to stereotyping, miscommunication, discrimination and the denial of human rights
     - Recommend strategies to reduce tensions, resolve misperceptions and conflicts relating to human diversity

   - Students will be able to communicate with a person from another culture in that person's language and show a sensitivity to the norms of behavior that apply. A student who can communicate in a second language can:
     - Comprehend and respond to spoken messages and commands
     - Maintain simple conversation aimed at sharing information
     - Recognize and show sensitivity to body language, gestures and appropriate levels of formality and other aspects of the culture which affect communication

The following CIM outcomes also include details like those above.

3. Interpret human experience through literature and the fine and performing arts

4. Apply science and math concepts and processes, showing an understanding of how they affect the world

5. Understand positive health habits and behaviors that establish and maintain healthy interpersonal relationships

Foundation Skills:

"These are fundamental to being able to demonstrate integrated, complex performances. They underlie the ability to use concepts and skills from the disciplines effectively. They interact with each other and with the core applications for living in many ways. Consequently, none of the foundation skills should be viewed as discrete or totally independent of the other CIM outcomes." (p. 11)

CIM outcomes and "extended definitions":

1. Think critically, creatively and reflectively in making decisions and solving problems

   - Think critically
     Students will identify and evaluate reasons, assumptions and evidence that support their or others' positions or practices. A student who thinks critically can:
     - Define and clarify problems
     - Determine accuracy and relevancy of information
     - Examine situations/problems from multiple perspectives
     - Develop and communicate complete and consistent arguments

   - Think creatively

   - Think reflectively

2. Direct individual learning, including planning and carrying out complex projects

3. Communicate through reading, writing, speaking and listening and through an integrated use of visual forms such as symbols and graphic images

4. Use current technology, including computers, to process information and produce high quality products

5. Recognize, process and communicate quantitative relationships

6. Participate as a member of a team, including providing leadership for achieving goals and working well with others form diverse backgrounds

(*Certificate of Initial Mastery: Guiding Principles, Outcomes, Extended Definitions, Glossary of Terms, Questions Most Often Asked.* Oregon Department of Education, 1994.)

State Adoption of the National Education Goals

Alabama

Overview:

In adopting the National Education Goals, the Alabama legislature acknowledged "those national education goals established by the President and the nation's governors as standards applicable to public education in this state. As its statement of Alabama's commitment to education improvement, the legislature finds the following education goals to be worthy of recognition.

"By the year 2000:

- All children in America will start school ready to learn.
- The high school graduation rate will increase to at least 90%.
- American students will leave grades 4, 8 and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
- American students will be first in the world in science and mathematics achievement.
- Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The legislature further recognizes that fundamental changes must be made in this state's public education system to prepare both children and adults to meet the challenges and opportunities of an increasingly competitive society and world. This act sets goals and standards for student performance in Alabama schools that merit serious pursuit. Attainment of these goals will require a serious reexamination of every aspect of Alabama's education system and some profound changes in our public schools. With the enactment of the following legislation, the state of Alabama responds to the mandate of its citizenry."

(The Alabama Education Improvement Act of 1991, No 90-323 1,2,25,26,28)

Arkansas

Overview:

In regard to the National Education Goals:

"These goals are ambitious, but they can and must be achieved. They set standards for student performance that Arkansas schools, as well as those in every other state, are far from achieving.

"Achieving these goals will require a serious reexamination of every aspect of Arkansas' education system and fundamental changes in our schools. The State of Arkansas, through the State Board of Education and the General Education Division of the Department of Education, must determine what students must know and be able to do in order to meet the goals. This will not simply require more students to learn what is already taught. Instead, it will require a curriculum that places a greater emphasis on teaching students to think, and to apply methods that are appropriate to ensure that all students will master the more challenging curriculum.

"In order to achieve these new levels of performance within existing and limited resources, Arkansas must fundamentally restructure its education system. This means providing educators in every school with the flexibility and tools they need to determine the best way to achieve the goals with their students. It means providing them with the training they need to reach new materials in new ways, and with leadership and other skills they need to work together in new ways and succeed in a new education environment. Institutions of higher education must commit themselves to effectively providing new teachers with the content knowledge and pedagogical skills required to help all students achieve the goals. Arkansas schools need student performance assessment tools that are well matched to new standards for student performance, and that accurately measure what is taught. The results of these performance assessment tools must be incorporated into school report cards so that parents and the general public will be informed as to what students are expected to know and to be able to do and how well Arkansas public schools are performing." (6-15-1002)

Florida

Overview:

Florida adopted seven goals, roughly parallel to the national goals, as part of a "comprehensive revision of Florida's system of school improvement and education accountability."

Education goals — The state as a whole shall work toward the following goals:

1. **Readiness to start school** — Communities and schools collaborate to prepare children and families for children's success in school.

2. **Graduation rate and readiness for postsecondary education and employment** — Students graduate and are prepared to enter the workforce and postsecondary education.

3. **Student performance** — Students successfully compete at the highest levels nationally and internally and are prepared to make well-reasoned, thoughtful and healthy lifelong decisions.

4. **Learning environment** — School boards provide a learning environment conducive to teaching and learning that includes sequential instruction in mathematics, science, reading, writing and the social sciences and appropriate educational materials, equipment and pupil-teacher ratio.

5. **School safety and environment** — Communities provide an environment that is drug-free and protects students' health, safety and civil rights.

6. **Teachers and staff** — The schools, district and state ensure professional teachers and staff.

7. **Adult literacy** — Adult Floridians are literate and have the knowledge and skills needed to compete in a global economy and exercise the rights and responsibilities of citizenship.

(Comprehensive Revision of Florida's System of School Improvement and Education Accountability. 229.591)

Standards-Based Education: New Legislation and Rules

Colorado

In 1993 legislation, the Colorado legislature declared that "the state board shall adopt state model content standards" in:

- Reading
- Writing
- Mathematics
- Science
- History
- Geography

Commissions have prepared draft standards at the board's direction and are receiving public input.

In addition, the legislation directed:

> "The state board shall work in cooperation with districts, educators, parents, students, representatives from postsecondary education, business persons and the general community and shall specifically seek recommendations from the statewide advisory accountability committee created in section.... In addition, in adopting such state model content standards, the state board shall consider national content standards and content standards adopted in other states.
>
> In addition to the adoption of content standards..., each district is strongly encouraged to adopt outcome standards addressing such areas as civic responsibility, aesthetic development, career preparation, multicultural understanding, technological competence, effective communication, physical and emotional health and critical thinking." (House Bill 1313, passed 1993)

Kentucky

In 1990, the legislature passed the Kentucky Education Reform Act, House Bill No. 940. The legislation completely reconfigured public education in Kentucky. In addition to goals and learner outcomes, the legislation addressed accountability, governance, taxation, early childhood education, ungraded primary school and other factors. Undergirding much of the reform are a set of goals and accompanying learning outcomes. The following goals were outlined for the state's education system:

> "It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:
>
> 1. Communication skills necessary to function in a complex and changing civilization
>
> 2. Knowledge to make economic, social and political choices

3. Understanding of governmental processes as they affect the community, the state and the nation

4. Sufficient self-knowledge and knowledge of his mental and physical wellness

5. Sufficient grounding in the arts to enable each student to appreciate his or her cultural historical heritage

6. Sufficient preparation to choose and pursue his life's work intelligently

7. Skills to enable him to compete favorable with students in other states." (House Bill 940, Section 2)

"The Council on School Performance Standards...shall be reconvened by the chairman to frame the following six goals for the schools of the commonwealth in measurable terms which define the outcomes expected of students:

1. Schools shall expect a high level of achievement of all students.

2. Schools shall develop their students' ability to:

   - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives

   - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives

   - Become a self-sufficient individual

   - Become responsible members of a family, work group or community, including demonstrating effectiveness in community service

   - Think and solve problems in school situations and in a variety of situations they will encounter in life

   - Connect and integrate experiences and new knowledge from all subject-matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

3. Schools shall increase their students' rate of attendance.

4. Schools shall reduce their students' dropout and retention rates.

5. Schools shall reduce physical and mental health barriers to learning.

6. Schools shall be measured on the proportion of students who make a successful transition to work, postsecondary education and the military." (House Bill 940, Section 3)

The Council on School Performance Standards then established student outcomes, including the following:

Goal One: Basic Communication and Math Skills

Valued Outcomes:

1. Students use research tools to locate sources of information and ideas relevant to a specific need or problem.

2. Students construct meaning from a variety of print materials for a variety of purposes through reading.

3. Students construct meaning from messages communicated in a variety of ways for a variety of purposes through observing.

4. Students construct meaning from messages communicated in variety of ways for a variety of purposes through listening.

5. Students communicate ideas by quantifying with whole, rational, real and/or complex numbers.

6. Students manipulate information and communicate ideas with a variety of computational algorithms.

7. Students organize information and communicate ideas by visualizing space configurations and movements.

8. Students gather information and communicate ideas by measuring.

9. Students organize information and communicate ideas by algebraic and geometric reasoning such as relations, patterns, variables, unknown quantities, deductive and inductive processes.

10. Students organize information through development and use of classification rules and classification systems.

11. Students communicate ideas and information to a variety of audiences for a variety of purpose in a variety of modes through speaking.

12. Students construct meaning and/or communicate ideas and emotions through the visual arts.

13. Students construct meaning and/or communicate ideas and emotions through music.

14. Students construct meaning and/or communicate ideas and emotions through movement.

15. Students use computers and other electronic technology to gather, organize, manipulate and express information and ideas.

(Each of the other five goals has a set of outcomes similar in number and content.)

Massachusetts

Massachusetts also passed major education reform legislation in the 1993 session. The legislation addressed many aspects of education, including governance, accountability and teacher tenure laws. But a major part of the reform was the establishment of academic standards. This legislation also included the establishment of a Certificate of Mastery. Under the legislation the board of education was directed to have the commissioner of education develop academic standards in six "core subjects."

Core subjects:

- Mathematics
- Science and technology
- History and social science
- English
- Foreign languages
- The arts

The board was also to direct the commissioner to create a process to develop standards. These standards will reflect the experience of national organizations and other states, be written "in terms which lend themselves to objective measurement" and define performance outcomes of students directly entering the workforce or pursuing higher education.

Standards shall include instruction in:

- Declaration of Independence
- U.S. Constitution
- Federalist papers
- They also will "inculcate respect for cultural, ethnic and racial diversity of the commonwealth and or contributions made by diverse cultural, ethnic and racial groups to the life of the commonwealth."

Standards may provide instruction in:

- The fundamentals of history of the state and its working people and labor movement
- Physical education

- AIDS/HIV education
- Violence prevention
- Drugs, alcohol and tobacco abuse prevention
- Family life skills
- Financial management and consumer skills
- Basic career exploration and employability skills
- Knowledge of technology and computer science and keyboarding skills
- Principles of environmental science and environmental protection
- Awareness of global education and geography
- Community service-learning activities and programs
- Other areas

Standards shall:

- Be designed to avoid perpetuating gender, cultural, ethnic or racial stereotypes
- Reflect sensitivity to different learning styles and impediments to learning.

(The Education Reform Act of 1993: *A Resource Guide to Key Sections*)

Missouri

Missouri also passed major reform legislation in 1993. Within the legislation:

> "The state board is directed to adopt no more than 75 academic performance standards that establish knowledge, skills and competencies that students must demonstrate to successfully advance through the public education system and become responsible members of society. The state board shall convene work groups, the majority of which shall be active classroom teachers, to assist in the development of academic performance standards.
>
> "The state board shall develop model curriculum frameworks that incorporate the adopted academic performance standards. Local school districts are required to adopt or design curricula that will enable students to meet the academic performance standards and may use the model curriculum frameworks in whole or in part. A statewide curriculum is not mandated by this bill, and locally developed curricula may address topics beyond those included in the state board's academic performance standards.

(CCS HS HCS SS SCS SB 380, Education Finance and Reforms of 1993)

New Mexico

In *Consolidating Initiatives for Tomorrow's Education: A Student Centered Policy Framework for Systemwide Educational Change in New Mexico*, published by the New Mexico State Board of Education, the following eight goals are outlined:

1. Involve all New Mexicans in a shared responsibility for education
2. Provide opportunities which will enable all students to learn
3. Establish high standards and high expectations to enable students to acquire the personal qualities, values, skills and knowledge necessary to become productive citizens in a multiethnic democratic society
4. Seek and reward excellence in teachers and other school personnel
5. Advocate for and seek adequate resources to support maximum student learning
6. Organize resources for systemwide change to prepare students for the future
7. Promote, exemplify and implement decisionmaking at the appropriate level
8. Assure to the public the integrity of the educational process through program and financial accountability (p. 7)

"The State Department of Education will use the *CITE Policy Framework* to develop an Agency Management Plan, which will define activities, outcomes and measurement criteria necessary to implement the CITE goals and board initiatives." (p. 6)

(*Consolidating Initiatives for Tomorrow's Education: A Student Centered Policy Framework for Systemwide Educational Change in New Mexico.* New Mexico State Board of Education, September 1992.)

Pennsylvania

The Pennsylvania State Board of Education revised its regulations in 1993. The board established as state policy a requirement for clearly stated student learning outcomes and an authentic, varied system of assessment of those outcomes, to be based on goals. Following considerable controversy over the proposed system, the goals were divided into two groups, six common core goals which would not be evaluated and nine academic goals which would be evaluated. The

nine academic goals would be measured through the use of 53 student learning outcomes required for high school graduation. Under the new regulations:

> "The quality school impresses upon each student and parent the need to continue learning throughout life and provides each student with consistent opportunities to develop the following common core goals. Student learning outcomes... shall not be developed for the goals in this section. The Common Core goals in this section shall not be used as a basis for state assessment."

Common Core goals:

1. **Self-worth** — Public schools should help students develop capabilities, talents, self-understanding and a feeling of self-worth and acknowledge students for effort and achievement.

2. **Information and thinking skills** — Public schools should help students develop the skills necessary to locate and manage information, solve problems and make decisions, including the processes of analysis, synthesis, creativity and evaluation.

3. **Learning independently and collaboratively** — Public schools should encourage students to become independent lifelong learners and to collaborate with others in developing knowledge, skills and new ideas.

4. **Adaptability to change** — Schools should prepare students to grow and develop in a world in which change is normal and constant.

5. **Ethical judgment** — Public schools should teach students the importance of making ethical judgments.

6. **Honesty, responsibility and tolerance** — Public schools should convey to students the need for honesty, integrity, individual responsibility and tolerance.

Academic goals:

The quality school provides instruction throughout the curriculum so that each student may achieve the following academic goals:

1. **Communications** — Each student shall become proficient in reading, composition, listening, speech, understanding, interpreting, analyzing and synthesizing information.

2. **Mathematics** -- Each student shall become proficient in the use of varied mathematical processes and applications to solve challenging problems and to create new ways of understanding information.

3. **Science and technology** — Each student shall become proficient in applying the processes of analysis, synthesis and evaluation to the solution of challenging scientific problems and in the application and understanding of technology in society.

4. **Environment and ecology** — Each student shall understand the environment and the student's ecological relationship with it in order to recognize the importance of the quality of life in a healthy and balanced environment.

5. **Citizenship** — Each student shall understand local, state and U.S. history, geography, systems of government and economics and their relationship to the history, geography, systems of government and economics of other countries in the world and shall acquire and have opportunities to practice, in the school and in the community, the skills necessary for active participation in civic life.

6. **Arts and humanities** — Each student shall understand and appreciate the breadth of human accomplishment through the arts and humanities and shall have opportunities to practice creativity of thought and action and to demonstrate talent in the arts.

7. **Career education and work** — Each student shall explore varied career options and develop the skills and work habits needed to be a productive, contributing member of society and the understanding that lifelong learning is necessary to maintain those behaviors, skills and attitudes.

8. **Wellness and fitness** — Each student shall acquire and use the knowledge and skills necessary to promote individual and family health and wellness.

9. **Home economics** — Each student shall understand and apply principles of money management, consumer behavior and child health provide for personal and family needs.

Student learning outcomes:

1. **Communications**

   - All students use effective research and information management skills, including locating primary and secondary sources of information with traditional and emerging library technologies.

   - All students read and use a variety of methods to make sense of various kinds of complex texts.

   - All students respond orally and in writing to information and ideas gained by reading narrative and informational texts and use the information and ideas to make decisions and solve problems.

   - All students write for a variety of purposes, including to narrate, inform and persuade, in all subject areas.

   - All students analyze and make critical judgments about all forms of communication, separating fact from opinion, recognizing propaganda, stereotypes and statements of bias, recognizing inconsistencies and judging the validity of evidence.

- All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately and promoting effective group communications.

- All students listen to and understand complex oral messages and identify their purpose, structure and use.

- All students compose and make oral presentations for each academic area of study that are designed to persuade, inform or describe.

- All students converse, at a minimum level of "intermediate low," as defined in the oral proficiency guidelines developed by the American Council on the Teaching of Foreign Languages, in at least one language other than English, including the native language if other than English.

2. **Mathematics** (seven outcomes, similar to those above)

   - All students use numbers, number systems and equivalent forms including numbers, words, objects and graphics) to represent theoretical and practical situations.

3. **Science and technology** (eight outcomes)

4. **Environment and ecology** (four outcomes)

5. **Citizenship** (nine outcomes)

6. **Arts and humanities** (four outcomes)

7. **Career education and work** (three outcomes)

8. **Wellness and fitness** (six outcomes)

9. **Home economics** (two outcomes)

(Proposed revisions to the regulations of the State Board of Education of Pennsylvania, Chapter 5 Curriculum, 5.201 a-f and 5.202 a-i, March 31, 1993)

Washington

Washington state also passed legislation in 1993, establishing a procedure for the development of statewide performance standards. Prior to the 1993 legislation, a Governor's Council on Education Reform and Funding met to discuss education reform. The 1993 legislation was based largely on goals and standards recommended by the council. The following goals will be reviewed by a Commission on Student Learning established under the legislation. The commission is to develop statewide student performance standards, and a performance-based assessment that would allow the state to certify that students are performing to these standards.

Governor's Council on Education Reform and Funding Goals:

1. Communicate effectively and responsibly in a variety of ways and settings

   "Every school graduate in Washington should be able to gather, organize and analyze information — by reading, talking to friends, visiting museums or art exhibitions, using computers — and express their ideas and conclusions effectively, either in conversation or in writing."

2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; arts; humanities; and healthful living.

3. Think critically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

4. Function as caring and responsible individuals and contributing members of families, work groups and communities.

Engrossed Substitute House Bill (ESHB) 1209:

Passed in 1993, the goals evolved into a new form:

1. Read with comprehension, write with skill and communicate effectively and responsibility in a variety of ways and settings.

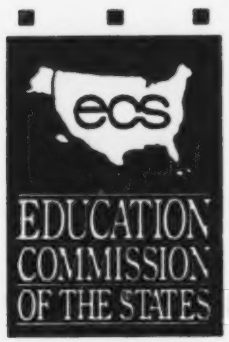
2. Know and apply the core concepts and principles of mathematics; social, physical and life sciences; history; geography; arts; and health and fitness.

3. Think analytically, logically and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.

4. Understand the importance of work and how performance and decisions directly affect future career and educational opportunities.

5. Function as responsible individuals and contributing members of families, work groups and communities.

The Commission on Student Learning will develop outcomes and assessment tools from these goals. (Engrossed Substitute House Bill #1209, 1993)



707 17th Street, Suite 2700
Denver, Colorado 80202-3427

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